

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Gateway International School
CDS Code:	34-67447-0128124
LEA Contact Information:	Name: Joi Tikoi Position: Principal Email: joi.tikoi@gcccharters.org
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$6,041,053
LCFF Supplemental & Concentration Grants	\$1,412,958
All Other State Funds	\$481,585
All Local Funds	\$395,132
All federal funds	\$368,155
Total Projected Revenue	\$7,285,925

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$7,678,933.93
Total Budgeted Expenditures in the LCAP	\$2,332,004
Total Budgeted Expenditures for High Needs Students in the LCAP	\$978,338
Expenditures not in the LCAP	\$5,346,929.93

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$209,261
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$274,758

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-434,620
2020-21 Difference in Budgeted and Actual Expenditures	\$65,497

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Funds to support regular school activities such as administrative salaries, Special Education, building rents/leases, building maintenance expenses and administrative salaries as well as other general fund expenses that are not specific to LCAP goals.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of	Funds received are used to support high needs students and all students but do not specifically contribute to the needs of high needs students but serve those students along with all students enrolled. Additionally, many services to high need students are being funded in the 21—22 school year with Federal Funds received to support COVID 19 learning loss recovery efforts as these funds have a specific expenditure time line. In future

the additional actions the LEA is taking to meet its requirement to improve services for high needs students.

years, when funds are not available, these activities will be funded with LCFF supplemental and concentration grant dollars.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gateway International School

CDS Code: 34-67447-0128124

School Year: 2021-22

LEA contact information:

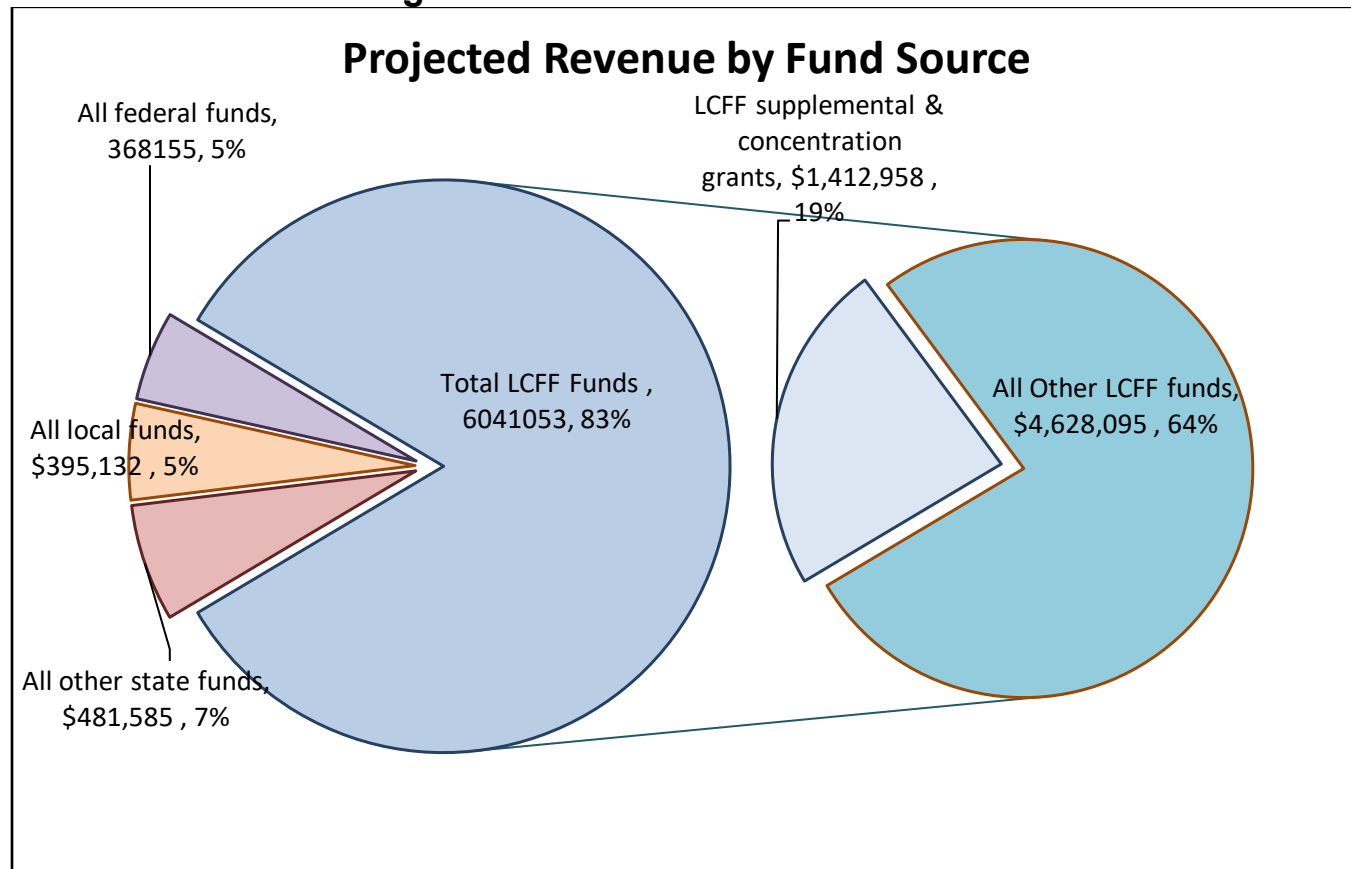
Joi Tikoi

Principal

joi.tikoi@gcccharters.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

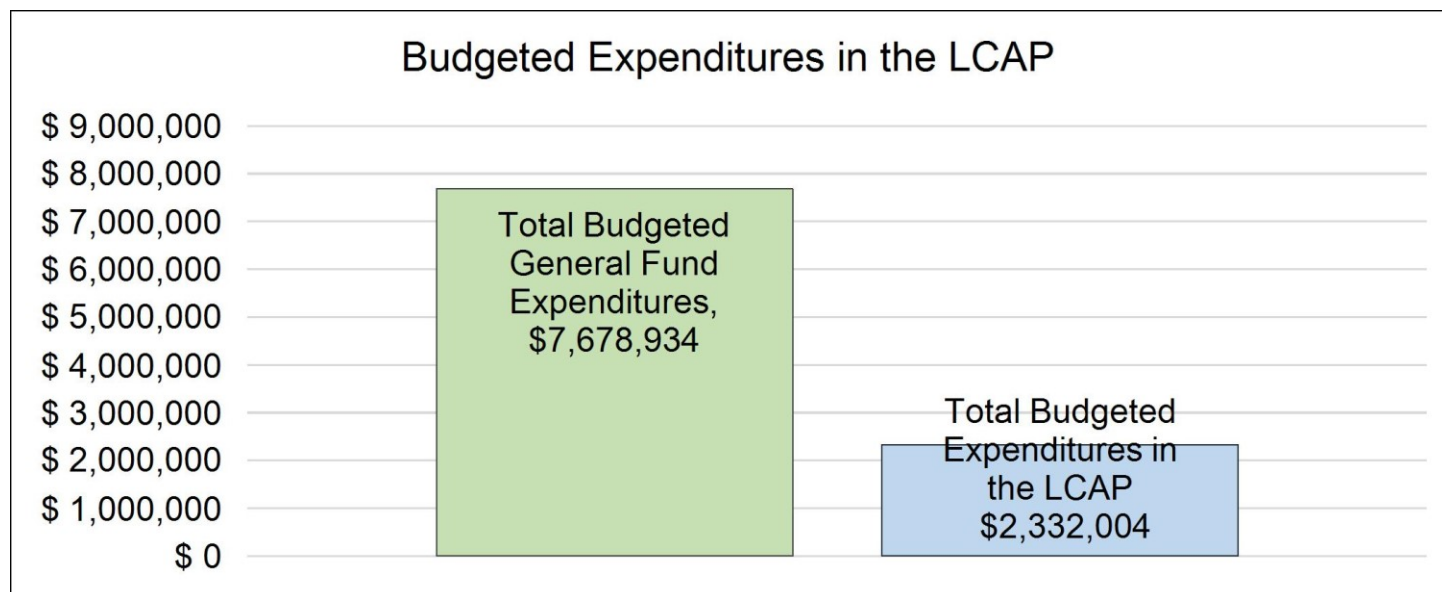


This chart shows the total general purpose revenue Gateway International School expects to receive in the coming year from all sources.

The total revenue projected for Gateway International School is \$7,285,925, of which \$6,041,053 is Local Control Funding Formula (LCFF), \$481,585 is other state funds, \$395,132 is local funds, and \$368,155 is federal funds. Of the \$6,041,053 in LCFF Funds, \$1,412,958 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Gateway International School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Gateway International School plans to spend \$7,678,933.93 for the 2021-22 school year. Of that amount, \$2,332,004 is tied to actions/services in the LCAP and \$5,346,929.93 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds to support regular school activities such as administrative salaries, Special Education, building rents/leases, building maintenance expenses and administrative salaries as well as other general fund expenses that are not specific to LCAP goals.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

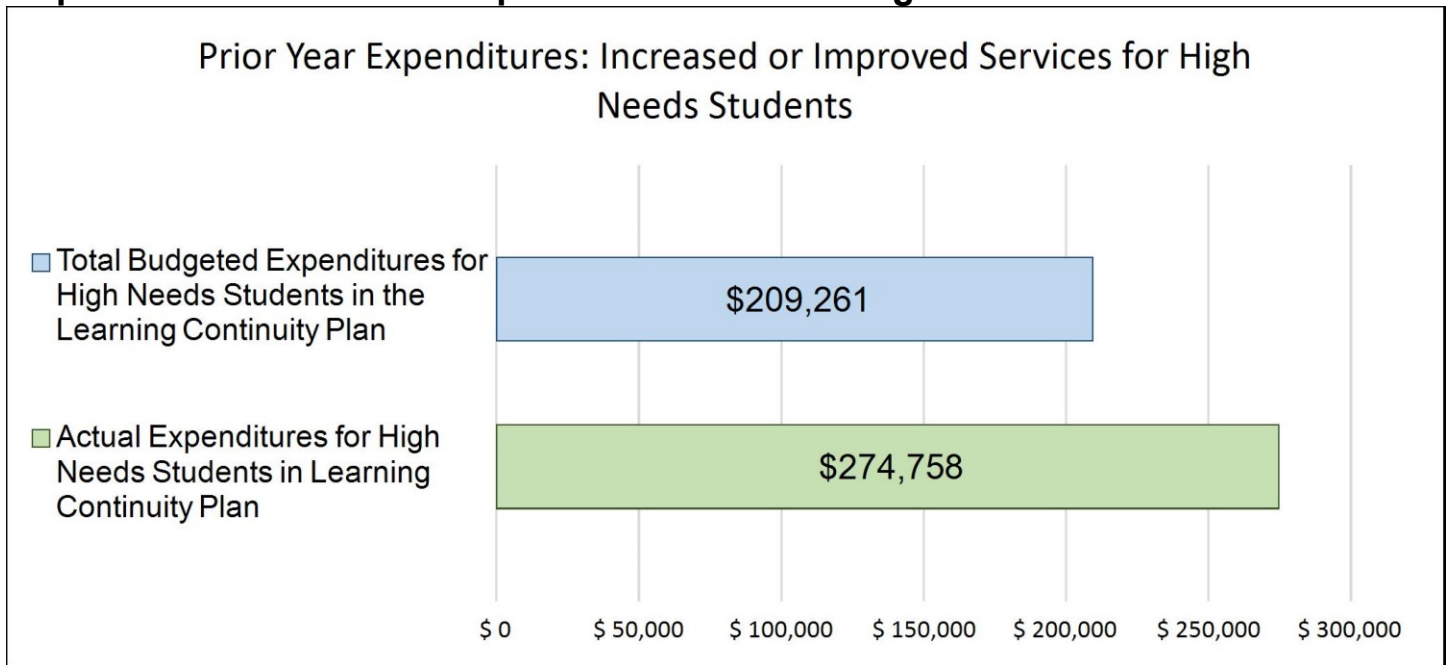
In 2021-22, Gateway International School is projecting it will receive \$1,412,958 based on the enrollment of foster youth, English learner, and low-income students. Gateway International School must describe how it intends to increase or improve services for high needs students in the LCAP. Gateway International School plans to spend \$978,338 towards meeting this requirement, as described in the LCAP.

Funds received are used to support high needs students and all students but do not specifically contribute to the needs of high needs students but serve those students along with all students enrolled.

Additionally, many services to high need students are being funded in the 21—22 school year with Federal Funds received to support COVID 19 learning loss recovery efforts as these funds have a specific expenditure time line. In future years, when funds are not available, these activities will be funded with LCFF supplemental and concentration grant dollars.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Gateway International School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Gateway International School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Gateway International School's Learning Continuity Plan budgeted \$209,261 for planned actions to increase or improve services for high needs students. Gateway International School actually spent \$274,758 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Gateway International School	Joi Tikoi Principal	Joi.Tikoi@gcccharters.org

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will have their basic needs met to facilitate learning; including staffing, core curriculum, facilities, transportation, basic clothing and hygiene, technology and access to high-quality instruction aligned with the CCSS and IB program.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> Curriculum adoption list Textbook Inventory Professional Development Plan Classroom observations List of completed facility projects Parent Satisfaction Survey Monthly Safety Inspections <p>19-20</p> <ul style="list-style-type: none"> All students have access to state adopted curriculum aligned to CCSS and NGSS. All new teachers and elective teachers will be trained in IB and GLAD. Completion of modernization projects, including HVAC, and 4 portables. Playground remodel for Kindergarten playground 	<ul style="list-style-type: none"> All students have access to state adopted curriculum aligned to CCSS. They have access to NGSS supplemental materials. All new teachers were trained in IB for MYP. The Curriculum Coach and some PYP teachers attended additional IB trainings. Modernization Facility project is complete. Playground remodel is complete. All teachers with less than 5 years employment at GCC were formally observed at least once and all teachers informally. Site Manager completed monthly site walk-throughs to check for safety issues. Regular fire drills and monthly safety inspections completed. Medicine administration training for key office staff. Epi pen, allergic reaction training for all staff. Lockdown drill conducted twice LCAP survey completed in May Site Staff survey completed in April

Expected	Actual
Baseline <ul style="list-style-type: none"> • All curriculum is aligned to CCSS. • Middle school has curriculum aligned to NGSS. • All homeroom teachers are trained in IB and GLAD. • Portable project is complete. • Classroom observations three times per year. • Monthly safety inspections all clear of issues. 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase Common Core and Standards based materials for ELA, Mathematics, NGSS Science, and History programs	<p>English Language Arts student books 4000-4999: Books And Supplies Lottery 1,500</p> <p>Mathematics student books 4000-4999: Books And Supplies Lottery 0</p> <p>Science student books 4000-4999: Books And Supplies Lottery 28,500</p> <p>Supplemental Online Subscriptions; TCI, Storybook, Flocabulary 5800: Professional/Consulting Services And Operating Expenditures Lottery 8,000</p>	<p>ELA textbooks 4000-4999: Books And Supplies Supplemental and Concentration 2,241.35</p> <p>Math textbooks 4000-4999: Books And Supplies Lottery 0</p> <p>Science textbooks 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9819.81</p> <p>Online subscription for Science Supplement resources (TCI), Storybook, and Flocabulary 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,818.81</p>
Provide basic facility and classroom materials needed for student learning and curriculum implementation; additional portable classrooms, technology, bathroom upgrades, MPR flooring, fencing, modernization of buildings	Provide additional portable classrooms; modernization of buildings, kitchen, fencing 6000-6999: Capital Outlay	Provided additional portable classrooms; modernization project on buildings started, kitchen work completed, and fencing work started. 6000-6999: Capital Outlay

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration 310,200.63</p> <p>Upgrade digital teaching boards in 27 classrooms 4000-4999: Books And Supplies Supplemental and Concentration 100,000.00</p> <p>Teacher laptops and computer supplies 4000-4999: Books And Supplies Supplemental and Concentration 6,356.23</p> <p>Provide an online monitoring system for digital programs and online safety-Go Guardian 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,593.71</p> <p>Tech Support Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 7,026.00</p> <p>Tech Support Benefits 3000-3999: Employee Benefits Supplemental and Concentration 3,893.25</p> <p>Tech Consultant 5800: Professional/Consulting Services And Operating Expenditures Title IV 2,000</p>	<p>Supplemental and Concentration 205,500.00</p> <p>Digital teaching boards 4000-4999: Books And Supplies Supplemental and Concentration 81,428.09</p> <p>Teacher and staff laptops 4000-4999: Books And Supplies Supplemental and Concentration 5,913.98</p> <p>Go Guardian 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6,435.00</p> <p>DeMarco 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3163.51</p> <p>DeMarco 3000-3999: Employee Benefits Supplemental and Concentration 1853.56</p> <p>Consultant 5800: Professional/Consulting Services And Operating Expenditures Title IV 2178.51</p>
Provide a broad course of study for students: International Baccalaureate program	<p>IB Program fees 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$19,068.68</p> <p>Teacher training for PYP and MYP programs 5800: Professional/Consulting Services</p>	<p>IB Dues 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1969.00</p> <p>IB Training 5800: Professional/Consulting Services And Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>And Operating Expenditures Supplemental and Concentration \$28,041.61</p> <p>Extra assignment teacher pay for professional development IB training/planning/Academic Conferences 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 300</p> <p>81 sub days for teachers to have planning days for IB program; 30 MYP/51 PYP days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,935</p> <p>Benefits for teacher and sub pay for Action 3 3000-3999: Employee Benefits Supplemental and Concentration 2269.10</p> <p>Summer IB Planning days for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500</p>	<p>Supplemental and Concentration 24,332.82</p> <p>Extra assignment teacher pay 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,000</p> <p>Sub pay for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>Benefits for teacher and sub pay 3000-3999: Employee Benefits Supplemental and Concentration 198.36</p> <p>Summer IB Planning days for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p>
<p>Provide teacher training in Guided Language Acquisition and Design to support at-risk student groups. GLAD is a research proven instructional strategy that benefits students with low English and those who are below reading grade level.</p>	<p>GLAD professional development for 4 teachers 5000-5999: Services And Other Operating Expenditures Title III 6,000</p>	<p>GLAD PD 5000-5999: Services And Other Operating Expenditures Title III 9,750.00</p>
<p>Provide students with opportunity for World Language and Visual and Performing Arts instruction.</p>	<p>Spanish teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56,669</p> <p>VAPA teacher 1000-1999: Certificated Personnel Salaries</p>	<p>Briggs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56,669</p> <p>Cooper 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 66,530</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration 66,530</p> <p>Sub pay for Spanish and VAPA teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2115</p> <p>Benefits for salaries for Action 5 3000-3999: Employee Benefits Supplemental and Concentration 39545.85</p> <p>After-school art instruction 1000-1999: Certificated Personnel Salaries Title IV 1250</p> <p>After-school art teacher benefits 3000-3999: Employee Benefits Title IV 241.70</p> <p>After-school art supplies 4000-4999: Books And Supplies Title IV 500</p>	<p>Sub pay 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3920</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 40,294.13</p> <p>After-school art instruction 1000-1999: Certificated Personnel Salaries Title IV 0</p> <p>benefits 3000-3999: Employee Benefits Title IV 0</p> <p>art supplies 4000-4999: Books And Supplies Title IV 0</p>
<p>Provide adequate supervision on the playground during recesses, lunch periods, before and after school.</p>	<p>6 hourly playground assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration 28,669.32</p> <p>Playground Assistant substitutes 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,500</p> <p>Benefits for salaries in Action 6 3000-3999: Employee Benefits Supplemental and Concentration 8,920.83</p>	<p>Playground assistants salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 31,174.33</p> <p>Substitute pay 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1303.25</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 7998.86</p>
<p>Provide a broad course of study for students: Project Lead The Way and STEM</p>	<p>PLTW Annual Dues 5000-5999: Services And Other Operating</p>	<p>PLTW Dues 5000-5999: Services And Other Operating</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Expenditures Supplemental and Concentration 1500</p> <p>Teacher professional development for PLTW 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6,000</p> <p>After-school STEM teacher pay 1000-1999: Certificated Personnel Salaries Title IV 1250</p> <p>After-school STEM teacher benefits 3000-3999: Employee Benefits Title IV 241.70</p> <p>After-school STEM supplies 4000-4999: Books And Supplies Title IV 1000</p>	<p>Expenditures Supplemental and Concentration 0</p> <p>PLTW PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p> <p>PLTW STEM teacher extra hours 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1520.00</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 302.73</p> <p>supplies 4000-4999: Books And Supplies Title IV 0</p>
Promote increased student attendance for needy students.	Provide transportation, clothing, and personal hygiene products to needy students. 4000-4999: Books And Supplies Title I 1,000	materials for needy students 4000-4999: Books And Supplies Title I 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All students at GIS had their basic educational needs met including; supervision, textbooks, facilities, technology, and instruction. The foundational program at GIS is International Baccalaureate. ALL students participated and had access to this instruction by IB trained teachers. GIS continues to train teachers in IB every year increasing teachers' capacity in IB. Teachers are all highly-qualified and meet state requirements. The IB program requires that students have a well-rounded education with exposure to world language instruction, visual and performing arts, and technology. GIS provided Russian and Spanish language instruction and art or music for all students. There is adequate supervision at all points on campus, every time of the day. GIS provided training for 8 teachers in Project GLAD, strategies to support English Learners. We added additional playground assistants to support small cohorts on the playground. We spent less on facilities than expected due to students being virtual and we paid for some actions with general budget instead of LCAP.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Technology- GIS had 1:1 student-chromebook ration. This enabled us to send home a chromebook with each student for our Distance Learning program during this pandemic school year. This allowed teachers to provide asynchronous learning while the students were at home. Go Guardian was also implemented school-wide to keep students safe online. This program reported instantly any irregular or suspicious activity to teachers and administration.

Project Lead The Way-PLTW was implemented with great success for 6th and 7th grade IB Design class. This program fits well with IB Design requirements. Students had positive reviews and were extremely engaged in the design projects.

International Baccalaureate-With the professional development for teachers and staff, GIS was able to continue providing inquiry-based instructional methods and increase rigor of summative assessments even during the Distance Learning model.

Challenges:

It was difficult to continue training during the pandemic, but we organized some virtual trainings for IB. We could not do PLTW training virtually. It was also difficult to continue PLTW virtually because it is such a hands-on program.

Goal 2

GIS will provide a program that supports all underperforming students with effective academic interventions for English Language Arts and Mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP scores</p> <p>19-20 *Students who meet or exceed standards in ELA and Math will increase by 3% points school wide and significant subgroups.</p> <p>Baseline *Students proficiency in ELA and Math will increase by 3% school wide and for significant subgroups.</p> <p>2017-18: Goal met for ELA; Goal met for Math with the exception of SD subgroup making only 1% growth.</p> <p>2018-19: Goal met and exceeded for ELA; Goal not met for Math</p>	<p>Our 2018-19 ELA CAASPP scores grew by 12 percentage points and Math CAASPP grew by 2 percentage points for school wide. There is no data for 2019-20.</p>
<p>Metric/Indicator ELPAC scores</p> <p>19-20 *87% of 1st-8th grade English Learners will score intermediate or higher or have growth of 1 level or more.</p> <p>Baseline</p>	<p>2019-20: There are no ELPAC scores for 2019-20.</p>

Expected	Actual
<p>For 16-17, 80% of 1st-8th grade English Learners scored intermediate or higher or have growth of 1 level or more.</p> <p>2017-18: 64% of ELs met goal</p> <p>New baseline using ELPAC initial scores for 2018-19: 77% of ELs scored intermediate or higher</p>	
<p>Metric/Indicator Renaissance scores-ELA</p> <p>19-20 80% of students will perform at or above grade level or have a scaled score increase of 50 points on Renaissance Reading assessments.</p> <p>Baseline For 16-17, 72.4% of students performed at or above grade level or had a scaled score increase of 50 points on Renaissance Reading assessments.</p> <p>2017-18: 77.6% of students met goal.</p> <p>2018-2019: 56.5% of students scored at or above grade level.</p>	<p>2019-20 Results from Fall to Winter only due to pandemic ELA Renaissance 2019-2020 Growth Schoolwide: .5 GE</p> <p>2020-21 Results from Fall to Spring (Fall testing was virtual, Spring testing was in-person) ELA Renaissance 2020-2021 Growth Schoolwide: .725 GE</p>
<p>Metric/Indicator Renaissance scores-Math</p> <p>19-20 90% of students will perform at or above grade level or had a scaled score increase of 50 points on Renaissance Math assessments.</p> <p>Baseline For 16-17, 82.7% of students performed at or above grade level or had a scaled score increase of 50 points on Renaissance Math assessments.</p>	<p>2019-20 Results from Fall to Winter only due to pandemic Math Renaissance 2019-2020 Growth Schoolwide: .725 GE</p> <p>2020-21 Results from Fall to Spring (Fall testing was virtual, Spring testing was in-person) Math Renaissance 2020-2021 Growth Schoolwide: .613 GE</p>

Expected	Actual
<p>2017-18: 83.8% of students met goal.</p> <p>2018-19: 80.2% of students scored at or above grade level on Renaissance Math.</p>	
<p>Metric/Indicator Writing rubric scores</p> <p>19-20 70% of students will score a rubric average of 3 or higher on a locally vetted expository writing prompt.</p> <p>Baseline For 16-17, 65.6% of students scored a rubric average of 3 or higher on a locally vetted expository writing prompt.</p> <p>2017-18: 65% of students met goal.</p> <p>2018-19: 42.5% of students scored a 3 or higher on end of year writing prompt.</p>	<p>This data is not available for 2019-20.</p> <p>2020-21: 49% of students scored a 3 or higher on end of year writing prompt.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Vice Principal to ensure teachers plan and implement GIS academic program and instruction with rigor and best practices.	<p>Vice Principal .5 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 45,340</p> <p>Vice Principal .5 1000-1999: Certificated Personnel Salaries Base 45,340</p> <p>VP benefits 3000-3999: Employee Benefits Supplemental and Concentration 12,595.75</p>	<p>Croyle 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 38,202.00</p> <p>Croyle 1000-1999: Certificated Personnel Salaries LCFF Base 38,202.00</p> <p>Croyle benefits 3000-3999: Employee Benefits Supplemental and Concentration 11,149.82</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	VP benefits 3000-3999: Employee Benefits Base 12,632.39	Croyle benefits 3000-3999: Employee Benefits LCFF Base 11,149.82
Provide lower teacher-student ratio in TK-3rd grades	<p>3 teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 183,025</p> <p>Teacher benefits 3000-3999: Employee Benefits Supplemental and Concentration 56,091.28</p> <p>Sub pay 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,460</p>	<p>3 classroom teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 190,763.00</p> <p>Teacher benefits 3000-3999: Employee Benefits Supplemental and Concentration 58,414.51</p> <p>Sub pay 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,960.00</p>
We did not have summer school on campus for 2019 due to construction. Summer school for 2020 was conducted virtually.		
Provide paraeducators for classroom bilingual support and instruction.	<p>Paraeducator salaries 5.6 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration 126,255.36</p> <p>Benefits for paraeducators 3000-3999: Employee Benefits Supplemental and Concentration 86,638.03</p> <p>Paraeducator salary-hourly 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19,387.08</p> <p>Paraeducator sub pay 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3,225</p> <p>Paraeducator support 2000-2999: Classified Personnel Salaries Title III 26,656.00</p>	<p>Paraeducators salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 157,346.80</p> <p>Paraeducators benefits 3000-3999: Employee Benefits Supplemental and Concentration 105,361.43</p> <p>Hourly para salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24,153.14</p> <p>Paraeducators sub pay 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,137.00</p> <p>Paraducator support 2000-2999: Classified Personnel Salaries Title III 28,929.60</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Paraeducator benefits 3000-3999: Employee Benefits Title III 7,881.97	Paraeducators benefits 3000- 3999: Employee Benefits Title III 10,614.81
Provide supplemental Math support programs to students.	ST Math and MathWhizz 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 13,200	Online subscriptions to ST Math and MathWhizz for all students 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 13,200
Provide supplemental English Language Arts support programs to students.	Newsela, PebbleGo, Brain Pop, Storybird, Penpals 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000	Online subscriptions to Newsela, PebbleGo, Brain Pop, Storybird, Penpals 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 14,206.66
Provide additional reading materials in the library, classroom and to take home.	Library and classroom books 4000-4999: Books And Supplies Supplemental and Concentration 15,000 Annual fee for Follett Destiny library catalog system 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,000 Online Science teaching and learning materials (Mystery Science) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000 IB Student Books 4000-4999: Books And Supplies	Library Books 4000-4999: Books And Supplies Supplemental and Concentration 0 Access to online library management system 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0 Online Science subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,216.81 IB student Books 4000-4999: Books And Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration 7000</p> <p>Immigrant education books 4000-4999: Books And Supplies Title III 4,940.20</p> <p>Indirect cost - Title III immigrant ed 7000-7439: Other Outgo Title III 98.80</p>	<p>Supplemental and Concentration 0</p> <p>Books 4000-4999: Books And Supplies Title III 4,231.90</p> <p>Immigrant ed indirect cost 7000-7439: Other Outgo Title III</p>
Provide assessment and data systems to record and analyze student achievement data.	<p>Illuminate Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000</p> <p>Renaissance Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,415.60</p>	<p>Illuminate Education Dues 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p> <p>Online subscription to Renaissance Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 8,214.69</p>
Provide a research-based and results proven English, phonics, and reading intervention program to at-risk students.	Fast ForWord 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 13,850.00	Online subscription to Fast ForWord 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 22,638.00
Provide after school tutoring for at-risk students in academics.	<p>10 tutoring hours per week for 34 weeks 1000-1999: Certificated Personnel Salaries Other 13,273.65</p> <p>Benefits 3000-3999: Employee Benefits Other 2,559.66</p>	<p>Hourly teacher pay 1000-1999: Certificated Personnel Salaries Other 9,210.00</p> <p>Teacher benefits 3000-3999: Employee Benefits Other 1,832.11</p>
This position is being reduced and we are adding additional after school tutoring time instead.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide support for SPED students to achieve at grade level on statewide assessments.	.5 RSP teacher 1000-1999: Certificated Personnel Salaries Special Education 20,841.50 Benefits for .5 SPED teacher 3000-3999: Employee Benefits Special Education 12504.90	RSP teacher 1000-1999: Certificated Personnel Salaries Special Education 60,646.00 RSP teacher benefits 3000-3999: Employee Benefits Special Education 32,404.87
Provide support for certificated teachers to increase student learning outcomes.	Curriculum Coach salary 1000- 1999: Certificated Personnel Salaries Title I 64,347.00 Curriculum Coach benefits 3000- 3999: Employee Benefits Title I 27,947.94 Teacher Induction program 1000- 1999: Certificated Personnel Salaries Title II 3,083.28 Teacher Induction program 1000- 1999: Certificated Personnel Salaries Title II 308.25 Teacher Induction program pay benefits 3000-3999: Employee Benefits Title II 655.79 Coherence Innovate ED 5800: Professional/Consulting Services And Operating Expenditures Title II 14,704.49 Coherence Innovate ED 5800: Professional/Consulting Services And Operating Expenditures Title I 1,020.14 Indirect cost - title II, A 7000-7439: Other Outgo Title II 643.19	Kaul 1000-1999: Certificated Personnel Salaries Title I 80,505.32 Kaul benefits 3000-3999: Employee Benefits Title I 28,121.57 Teacher induction stipend pay 1000-1999: Certificated Personnel Salaries Title II 3700 Teacher induction program fees 1000-1999: Certificated Personnel Salaries Title II Teacher induction program pay benefits 3000-3999: Employee Benefits Title II 2,8121.57 Coherence Innovate ED Dues 5800: Professional/Consulting Services And Operating Expenditures Title II 9,460.74 Coherence Innovate ED Dues 5800: Professional/Consulting Services And Operating Expenditures Title I indirect costs 7000-7439: Other Outgo Title II

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

GIS used funds to provide staffing to support student supervision and academic support. This support was given in person and virtually over the last two years. We spent more on salaries and benefits than expected, partially because of staffing changes but also because we added additional paraeducators.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

GIS successfully supported students and families through the tough times of the pandemic with adequate staffing, both in person and virtually. We had individual and small group tutoring, enrichment clubs for after school program, online access to curriculum and intervention programs. This came with it's own challenges and everyone had a learning curve with technology. We provided multiple technology trainings to our staff and every staff member was provided a laptop to support students virtually.

Goal 3

GIS will increase engagement for parents and students by creating a positive school environment and making connections with the community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of approved volunteers 19-20 40 approved volunteers Baseline There are currently 22 approved volunteers at GIS. *Number of communications to families will increase to twice a month. *Attendance rate for students will increase .05%.	GIS had 82 approved volunteers for 2019-20. No volunteers were allowed for 2020-21.
Metric/Indicator LCAP survey results 19-20 Increase of satisfaction percentages on the survey Baseline 2016-2017 Survey results summary:	Not available for 2019-20 2021 Satisfaction Survey data: 1. 86% agree the school's program is of high quality and meets expectations of parents. 2. 90% are well informed about their student's progress at school. 3. 93% agrees the school respects all cultures, ethnicities, and languages.

Expected	Actual
<ul style="list-style-type: none"> • 100% of respondents agree that GIS promotes academic success for all. • 91% say their child's reading has improved. • 88% agree their child's math skills have improved. • 88% agree their child's writing has improved this year. • 90% agree their child knows and understand behavior expectations. • 84% say their child feels like their child is a part of the school community. Five respondents neither agreed or disagree. 	<p>4. 98% feels the school is a safe place.</p> <p>5. 91% say their child knows and understands the behavior expectations at school.</p> <p>6. 86% agrees the school addresses behavior concerns in a positive and fair manner.</p> <p>7. 83% say their child feels like they are part of the school community.</p>
<p>Metric/Indicator Attendance data</p> <p>19-20 Increase by .05%</p> <p>Baseline 94.5% ADA</p>	<p>Goal met and exceeded: The attendance rate for GIS has increased over time. It has gone up from 95.3% to 95.8% for 2018-19 school year. This is an increase of 0.5%.</p> <p>2017-18: 95.3% 2018-19: 95.8%</p> <p>No change in data for 2020 or 2021.</p>
<p>Metric/Indicator Suspension data</p> <p>19-20 Decrease by .5%</p> <p>Baseline 2.4%</p>	<p>Suspension rate by year: 2017: 6.1% 2018: 4% 2019: 2.4%</p> <p>Our suspension rate decreased by 1.6% points for 2019.</p> <p>Chronic Absenteeism for 2018-19 was 11.1% and decreased by 6.5% points from 2017-18.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a full time Vice Principal to support student social and emotional health.	Vice Principal salary 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 78,286 VP Benefits 3000-3999: Employee Benefits Supplemental and Concentration 30,643.22	Dhillon 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 78,286.08 Dhillon benefits 3000-3999: Employee Benefits Supplemental and Concentration 30,859.30
Provide two part time nurses to support student health needs.	Provide two part time nurses to support student health needs. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15,863.25 Clerk to support nursing staff and health program 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,616.71 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 6,284.35	Two nurses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Nursing Clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3,308.07 Nurses & clerk benefits 3000-3999: Employee Benefits Supplemental and Concentration 1,689.34
Maintain school website and services for communication to GIS families and the community.	contracted services for website, photographs, videos 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000 GIS School App 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4105	School Website 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 13,750 School App 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,105
Communicate the goals and program to the community at large through flyers, emails, and advertising.	RAM and Sac Bee 5800: Professional/Consulting Services And Operating Expenditures	Newspaper and Magazine advertising 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration 10,593.71</p> <p>Parent Liaison Salary 2000-2999: Classified Personnel Salaries Title I 47,461.00</p> <p>Parent Liaison benefits 3000- 3999: Employee Benefits Title I 29,539.52</p> <p>Indirect Cost - Title I 7000-7439: Other Outgo Title I 6,050.72</p>	<p>And Operating Expenditures Supplemental and Concentration 4,900</p> <p>Bubela Salary 2000-2999: Classified Personnel Salaries Title I 44,071.94</p> <p>Bubela Liaison benefits 3000- 3999: Employee Benefits Title I 20,310.15</p> <p>Indirect Cost 7000-7439: Other Outgo Title I</p> <p>sub pay 2000-2999: Classified Personnel Salaries Title I 116.00</p>
<p>Provide incentive rewards and learning experiences for students; field trips, anti-bullying assemblies, student reward luncheon/party, prizes.</p>	<p>Field trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000</p> <p>Student prizes and anti-bullying materials 4000-4999: Books And Supplies Supplemental and Concentration 5,000</p> <p>Provide enriched learning experiences for students in ASES program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10000</p> <p>Anti-bullying assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000</p>	<p>Field trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,011.35</p> <p>Anti-bullying materials and prizes 4000-4999: Books And Supplies Supplemental and Concentration</p> <p>Enrichment supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,524.08</p> <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,238.91</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Monitor and upgrade furniture that is broken or beyond useful condition	Upgrade broken and used classroom furniture 4000-4999: Books And Supplies Supplemental and Concentration 6,666.24	Furniture for classrooms 4000-4999: Books And Supplies Supplemental and Concentration 0
Provide social and emotional learning lessons for students.	Purchase Second Step curriculum & student supplies for PBIS 4000-4999: Books And Supplies Supplemental and Concentration 5,000	Second Step 4000-4999: Books And Supplies Supplemental and Concentration 0
Provide professional development for teachers to build relational capacity with students.	Flippen Group - CKH training 5800: Professional/Consulting Services And Operating Expenditures Title I 6,000	CKH training 5800: Professional/Consulting Services And Operating Expenditures Title I 4,208.82 Teacher extra hours for training 1000-1999: Certificated Personnel Salaries Title I 250.00 benefits 3000-3999: Employee Benefits Title I 50.25
Provide physical education to students.	Supplies & materials for PE 4000-4999: Books And Supplies Title IV 8,401.02 Indirect cost - Title IV, Part A 7000-7439: Other Outgo Title IV 510.54	Supplies and materials 4000-4999: Books And Supplies Title IV 1,977.03 Indirect cost 7000-7439: Other Outgo Title IV

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

GIS provided multiple supports for the physical, social, and emotional health of our students including support from a Vice Principal with counselor credential, physical education in-person and virtual, SEL curriculum and instructional time. The nurses salaries budgeted here were transferred to ESSER and we were not able to do assemblies and field trips, thus the lesser expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This year brought an added amount of challenges related to students' social-emotional health. We monitored student online activity closely and followed up when needed with a teacher, admin, counselor, or psychologist. Our nurse provided additional time to support the health and safety of our staff and students during the time of COVID and as they returned to campus.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of safety equipment: Plexiglass barriers Student desk barriers Hand sanitizer stations Face Masks Cleaning supplies	10,370	14,573.47	No
Certificated and Classified support time for targeted students; Individuals with special needs, English learners, at-risk students and those with the most learning loss	00.00	0.00	Yes
Individual desks and chairs for students in grades TK-3rd to allow for social distancing	138,900	202,743.84	No
24 Dry Erase top adjustable teacher desks	10.440	9,666.62	

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

GIS brought students back to in-person learning in October and needed to have individual desks in TK-3rd grade to allow for social distancing. Therefore, we bought individual desks for these classes where they had previously used group tables.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-person instruction was a challenge to implement with all safety guidelines, but we did it successfully with minimal need for quarantining. These purchases allowed us to meet all safety guidelines.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Laptops for teachers;	32,000	32,231.67	No
Chromebooks for students	36,116	38,451.06	Yes
Printers and printer Ink for teachers	14,500	11,718.02	No
Computer Monitors for teachers/HDMI cords 3,556	3,556	3,556	No
Hub Stations 4,448	4,448	4,448	No
Zoom Pro licenses 5,487	5,487	5,487	No
PBIS Digital Rewards for Motivation 10,000	10,000	10,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

N/A

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

GIS provided a quality and rigorous distance learning program for all students. All staff were involved and supported students. Every staff member was provided a laptop to work from home and given a schedule to support teachers and students. Every students was offered a chromebook and hotspot for at home online learning. We purchased digital programs to support distance learning such as Zoom, Go Guardian, Kami, PBIS. We also purchased technology to support hybrid teaching that included a second monitor, hub, and printers for teachers. We scheduled a pick-up time once a month for distance learners where teachers would print out work for them to pick up. Nothing can fully replace in-person learning, but we offered the best program possible for our virtual teaching and learning.

The biggest challenge was keeping students engaged as the year went along and getting some of them to show up online consistently. PBIS digital program did help with that minimally.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
none	0.00	0.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We did not have a plan for this as our students came back to school early in the year, October. We saw similar academic growth when compared to 2019-20 school year. We are currently tracking individual students and most of them caught up quickly once they returned to campus.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The challenge for next year will be increasing the growth rate so that they catch up to their peers. We need their growth rate to be higher than their on-grade level peers. GIS will implement a new program called i-Ready to assess levels and provide intervention support.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The physical, social, and emotional well-being of our students and staff is of utmost importance, especially during such trying times. We implemented dedicated instructional time for this specifically during 2020-21 school year. We related this initiative to our IB learner attributes, attitudes, and skills. These provide a strong foundation for mental well-being. We incorporated our adopted SEL curriculum when it supported these and created staff Google classrooms to share activities and supports. We maintained regular physical education for students both in-person and virtual and closely monitored the physical health of our students according to Sacramento County health guidelines. We monitored and addressed students' online activity and involved parents, counselors, psychologists and teachers when necessary. We listened to feedback from students and families and adjusted schedules and activities to meet their needs.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

GIS has a full time Parent Liaison that was a great support to parents when they had any questions or needs, especially related to technology. We held monthly parent group meetings and presented information to the small group to get feedback before presenting to the school community at large. This was very helpful to get parent perspective and adjust when we could. We held virtual events for families such as; Orientation, Back to School Night, Parent Conferences, Open House, Career Fair, School Reopening Plan, School Site Council and ELAC meetings. We also made home visits when students failed to engage in school and there was no response from parents. Some challenges included parents who would interrupt instruction and have unrealistic expectations for teachers and staff.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

GIS provided curbside meal pick up with 3 meals per day including weekends during distance learning. When we returned to in-person learning, we provided breakfast and lunch each day and take-home meals for weekends. Food was provided to any student in the community, not just GIS families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The biggest difference between planned and actual expenditures was for furniture to allow for student distancing.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We learned that technology can be a useful resource for parent communication. Parents are more responsive by technology now than they were before. These methods of communication will be continued in future years. We built our capacity to use technology for instruction even in the younger years. While students are pretty much tired of looking at a screen right now, it will still be a tool for engagement moving forward.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

GIS identified in September students who had learning loss compared to spring of 2020. We tracked those students as they came back to in-person learning and already know who caught up to expected levels and who did not. We did this by administering Renaissance ELA and Math assessments. Next year, we will use i-Ready to assess, compare their results to last year, and make a plan for students to move forward in their learning. The program individualizes plans and is aligned to Common Core Standards.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There is no substantive difference in this area.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

GIS continues to use data from the 2019 California School Dashboard and CAASPP results to create learning goals and plans for our students. Our focus for the LCAP continues to be ELA and Math academic growth for all students, including subgroups and increased attendance rate. The goals and actions within the LCAP were created with stakeholder input and details our plan to achieve these goals.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,949,061.14	1,788,065.59
Base	57,972.39	0.00
LCFF Base	0.00	49,351.82
Lottery	38,000.00	0.00
Other	15,833.31	11,042.11
Special Education	33,346.40	93,050.87
Supplemental and Concentration	1,540,175.79	1,358,022.58
Title I	183,366.32	177,634.05
Title II	19,395.00	41,282.31
Title III	45,576.97	53,526.31
Title IV	15,394.96	4,155.54
	15,394.96	2,178.51

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,949,061.14	1,788,065.59
1000-1999: Certificated Personnel Salaries	620,333.64	631,363.40
2000-2999: Classified Personnel Salaries	260,179.76	295,703.64
3000-3999: Employee Benefits	341,087.23	390,727.19
4000-4999: Books And Supplies	190,863.69	97,316.43
5000-5999: Services And Other Operating Expenditures	26,568.68	21,538.81
5800: Professional/Consulting Services And Operating Expenditures	192,524.26	145,916.12
6000-6999: Capital Outlay	310,200.63	205,500.00
7000-7439: Other Outgo	7,303.25	0.00
	7,303.25	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,949,061.14	1,788,065.59
1000-1999: Certificated Personnel Salaries	Base	45,340.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	38,202.00
1000-1999: Certificated Personnel Salaries	Other	13,273.65	9,210.00
1000-1999: Certificated Personnel Salaries	Special Education	20,841.50	60,646.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	470,639.96	438,850.08
1000-1999: Certificated Personnel Salaries	Title I	64,347.00	80,755.32
1000-1999: Certificated Personnel Salaries	Title II	3,391.53	3,700.00
1000-1999: Certificated Personnel Salaries	Title IV	2,500.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	186,062.76	222,586.10
2000-2999: Classified Personnel Salaries	Title I	47,461.00	44,187.94
2000-2999: Classified Personnel Salaries	Title III	26,656.00	28,929.60
3000-3999: Employee Benefits	Base	12,632.39	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	11,149.82
3000-3999: Employee Benefits	Other	2,559.66	1,832.11
3000-3999: Employee Benefits	Special Education	12,504.90	32,404.87
3000-3999: Employee Benefits	Supplemental and Concentration	246,881.66	258,122.04
3000-3999: Employee Benefits	Title I	57,487.46	48,481.97
3000-3999: Employee Benefits	Title II	655.79	28,121.57
3000-3999: Employee Benefits	Title III	7,881.97	10,614.81
3000-3999: Employee Benefits	Title IV	483.40	0.00
4000-4999: Books And Supplies	Lottery	30,000.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	145,022.47	91,107.50
4000-4999: Books And Supplies	Title I	1,000.00	0.00
4000-4999: Books And Supplies	Title III	4,940.20	4,231.90
4000-4999: Books And Supplies	Title IV	9,901.02	1,977.03
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	20,568.68	11,788.81
5000-5999: Services And Other Operating Expenditures	Title III	6,000.00	9,750.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	8,000.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	160,799.63	130,068.05
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,020.14	4,208.82
5800: Professional/Consulting Services And Operating Expenditures	Title II	14,704.49	9,460.74
5800: Professional/Consulting Services And Operating Expenditures	Title IV	2,000.00	2,178.51
6000-6999: Capital Outlay	Supplemental and Concentration	310,200.63	205,500.00
7000-7439: Other Outgo	Title I	6,050.72	0.00
7000-7439: Other Outgo	Title II	643.19	0.00
7000-7439: Other Outgo	Title III	98.80	0.00
7000-7439: Other Outgo	Title IV	510.54	0.00
		510.54	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	762,117.61	576,315.10
Goal 2	873,922.25	996,094.17
Goal 3	313,021.28	215,656.32

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$149,280.44	\$226,983.93
Distance Learning Program	\$106,107.00	\$105,891.75
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$255,387.44	\$332,875.68

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$149,280.44	\$226,983.93
Distance Learning Program	\$59,991.00	\$57,440.69
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$209,261.00	\$274,758.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$46,116.00	\$48,451.06
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$46,116.00	\$48,451.06



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gateway International School	Joi Tikoi Principal	Joi.Tikoi@gcccharters.org

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

This charter public school called Gateway International School (GIS or Charter School), is operated and overseen by Gateway Community Charters (GCC), a 501c3 non-profit charter management organization (CMO). The school is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the bylaws. The GCC Board of Directors believes that learning best occurs when students are provided an educational program that challenges and motivates everyone to achieve their full potential.

Gateway Community Charters has been in operation since 2003 in a dynamic partnership with local communities, creating innovative public school choice options, through the charter school construct. Now in their 18th year of operation, they serve over 4,500 students and 500 employees within 9 separate charter schools, all with unique missions and focus. GCC charter schools serve predominantly underserved, vulnerable and at risk students; including English learners, socioeconomically disadvantaged, 5th year seniors, foster and homeless. Gateway Community Charters manages a complex budget of over \$74 million dollars and has maintained above the required 3% reserve for each of its charter schools as well as keeping an additional reserve as needed for facilities, cash flow, and additional budget sustainability all while expanding enrollment by at least 4% over the last year.

Gateway International School is located in Sacramento County in the Arden-Arcade community. GIS has 537 students enrolled in April 2021 with the following ethnic distribution: 86.2% white, 5.8% Hispanic, 2.8% African American, 0.9% Pacific Islanders, 1.1% Asian, 0.4% Filipino, 1.9% multi-racial, and 0.9% as race/ethnicity unknown. Of those students, 78.2% are socioeconomically disadvantaged, 57.3% are English language learners, and 4.4% are students with disabilities. The majority of students attending GIS are from Russian or Ukrainian families.

GIS has 63 employees; 30 certificated and 36 classified. Certificated staff consists of the Principal, 2 Vice Principals, a Curriculum Coach, and 26 highly qualified teachers. The classified staff consists of office personnel, custodians, para-educators, and playground assistants. GIS has a full-time RSP specialist, a PE teacher, a Visual and Performing Arts teacher, a Russian teacher, and a Spanish teacher. There are 8 males and 55 females on staff. Twenty-four staff members are bilingual in Russian and/or Ukrainian, five are bilingual in Spanish, three in Punjabi, and one staff for each of these languages; Arabic, French, Hebrew, and German. Some of the staff are fluent in three languages.

GIS offers an afterschool program funded through the ASES grant and is attended by approximately 180 students on average each day. This program provides a safe environment for students, as well as, enrichment program and homework support and dinner. It is supervised by the ASES Supervisor and a staff of 19 people.

The El Dorado Charter SELPA supports GIS in meeting the needs students with disabilities by providing professional learning to staff and administrators, Alternative Dispute Resolution tools and assistance, facilitation of root cause analysis for Program Indicator Review and other Special Education accountability measures, and access to program specialists and other technical experts to assist with specific student needs.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

IB-Our GIS Primary Years Program (PYP) was reauthorized in the Spring of 2021 and continues to offer a strong Middle Years Program (MYP) for the 6-8th grade students on campus.

ASES-GIS has successfully run the After School Education and Safety (ASES) program for the last 5 years. The ASES program allows us to offer daily homework support, enrichment activities, physical activities, and serve supper to nearly 200 students.

Campus Modernization-The multi-year modernization project has been completed and included many upgrades to the school campus which were important for the safety of the students and to improve the school climate. The modernization included: a new HVAC system, new plumbing, the addition of 4 classrooms, new carpeting, freshly painted classrooms as well as the exterior of the school, landscaping, metal fencing which encircles the campus, new electrical, roofing, a fresh blacktop, and a new parking lot.

CKH-GIS is very proud to be named as a 2020-2021 "Showcase School" for Capturing Kids' Hearts for the fifth year in a row. This program focuses on building relational capacity with students and staff. In this process, our students and staff were surveyed anonymously and we were visited by outside observers. Overall, students and staff feel this is a safe and comfortable place to work and learn. GIS employs adequate staff for supervision around the campus and kids can always find someone if they have a need.

Community-Our school moved to full distance learning in March of 2020 due to the global pandemic. While in distance learning, we continued reaching out to the community and school families on numerous occasions. GIS held a virtual Open House, virtual book fair and virtual Back to School Night where we invited a guest speaker from the Sacramento Zoo to share career opportunities to our students and our administrative team held live Facebook events where books were read and arts and crafts were demonstrated for the school community. Our 8th graders worked on Community Projects for IB and 5th graders completed Exhibition. They worked on these projects most of the year and presented to fellow students and parents virtually. Student achievements weren't forgotten with an exciting monthly student assembly shared on YouTube where students were recognized for their academic and citizenship efforts.

CAASPP-Our CAASPP data from 2019 shows that our students improved in Mathematics and English Language Arts. We are in the "green" for all students with the exception of English Learners in the "yellow" for ELA. We felt the need to teach more to the standards and purchased Common Core aligned curriculum including Fast ForWord online intervention program and also began assessing students with benchmarks four times per year. GIS used the full time ELD paraeducator to support English Language Arts and ELD instruction. We also aligned Universal Access time by grade level so we would provide paraeducators to help with small group instruction. Our CAASPP results show that we grew in ELA by thirteen percentage points and two in Math.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Learning Loss-Due to the global pandemic, we have discovered through our Renaissance data that there wasn't as much growth as desired during the past year in both ELA and Math, so we will be addressing learning loss beginning with offering a 6-week summer school program and by utilizing the newly adopted i-Ready intervention program.

Social Emotional Health (SEL)-Based on both parent suggestions through surveys and during our School Site Council meetings, and the student needs identified by the staff to address the students' social and emotional health, we have hired a full-time counselor to join our staff at the beginning of the 2021-2022 school year.

Chronic Absenteeism- CA Dashboard shows GIS in "yellow" for chronic absenteeism at 11.1% points. It has decreased from the previous year by 6.5% points. CA Dashboard shows GIS in "green" for Students with Disabilities. Chronic Absenteeism for the subgroups are as follows; English Learners declined by 3.9%, Socioeconomically Disadvantaged declined by 7.6%, and White declined by 7.6%. We are reviewing and analyzing the absenteeism data regularly and parent calls and letters are going home to parents. We are also holding Student Study Team (SST) meetings with parents that have chronically absent student to discuss the importance of school attendance.

CAASPP ELA- CA Dashboard shows our students in "green" but it shows our English Learners in "yellow" for 2019. It has increased by 23.1 points but is still 5.8 points below standard compared to 28.9 below standard for 2018 data. To address this area, GIS took specific steps and actions for improvement. We have a high population of English Learners who need support in vocabulary, comprehension, and writing. GIS implemented class size reduction for TK-3rd grades to support reading achievement. Other supports are bilingual paraeducators, supplemental reading programs, designated reading instruction time and universal access time. GIS will continue using Fast ForWord to

bridge any reading gaps and increase reading comprehension. GIS is also supporting reading achievement by providing English Language Development push in and/or pull out support to all English Learners. GIS has also identified a need to improve writing skills for all students. Teachers have already been trained in the adopted writing curriculum and a Curriculum Coach was hired to help implement specific writing instructional strategies for each grade level. Teachers collaborated and analyzed student writing samples regularly, at least 4 times per year.

CAASPP Math- CA Dashboard shows our students in "green" at 47% points but it's a slow growth compared to ELA at 58% points. To address this area, we provide two online supplemental programs for students, ST Math and MathWhizz, in addition to the common core textbooks.

We regularly meet with the School Leadership Team to review data and determine needs and effective strategies. We review data from all programs to see if they are working for students and how we might adjust to make processes more effective and improve outcome.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP for 2021-2022 includes the following key features:

- Common Core textbooks for students
- Supplemental classroom and library books
- 21st Century technology resources including computers and programs; i.e. Fast ForWord, ST Math, MathWhizz, Newsela, Brainpop, PebbleGo, and Project Lead The Way (PLTW)
- International Baccalaureate program support
- Project Lead The Way program support
- Class size reduction and elective teachers
- Campus Principal for Instruction
- Campus Principal for Behavior Support
- Parent Liaison
- Staff for student supervision
- Teacher professional development; i.e. IB, GLAD, PLTW
- Supplemental instructional resources
- Field trips and enrichment opportunities for students
- Social and Emotional Learning curriculum
- Parent and Community communication tools
- Bilingual paraeducator staff
- Curriculum Coach
- Counselor

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

August 2020 School and Community Meeting
September 2020 School Site Council and English Learner Advisory Committee Meeting
October 2020 School Site Council and English Learner Advisory Committee Meeting
November 6, 2020 GIS Staff Meeting
December 2020 School Site Council and English Learner Advisory Committee Meeting
January 2021 School Site Council and English Learner Advisory Committee Meeting
February 2021 LCAP Mid-Year Report to GCC Board of Directors
March 2021 School Site Council and English Learner Advisory Committee Meeting
April 2021 Student Culture Survey
April - May 2021 Stakeholder Survey
June 16, 2021 Public Posting of LCAP Plan to GIS website
June 22, 2021 Public Hearing for GIS LCAP Plan
June 24, 2021 Gateway Community Charters Board of Directors approval of LCAP Plan

A summary of the feedback provided by specific stakeholder groups.

2021 Stakeholder Survey data:

1. 86% agree the school's program is of high quality and meets expectations of parents.
2. 90% are well informed about their student's progress at school.
3. 93% agrees the school respects all cultures, ethnicities, and languages.
4. 98% feels the school is a safe place.
5. 91% say their child knows and understands the behavior expectations at school.
6. 86% agrees the school addresses behavior concerns in a positive and fair manner.
7. 83% say their child feels like they are part of the school community.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goal 1-College and Career Readiness-Due to parent and staff requests and feedback, GIS has hired a full-time school counselor to begin addressing College and Career Readiness from our youngest students in TK through our 8th grade classes. The addition of the counselor also increases to our school safety and supervision of students.

Goal 2-Academics-Parents and teachers have requested more intensive support for the English Language Learners on campus, in particular for our New-Comers, so we have adopted new ELD curriculum: Access Newcomers and Newcomers English Language Development which

are taught by two bilingual paraeducators. According the the CA Dashboard, our EL Progress shows 65.4% making progress towards proficiency (very high). This number has increased by 5%.

Goal 3-School Culture-This year we have organized assemblies for the school to teach children about bullying and its many forms: physical, emotional and psychological. These assemblies were in direct alignment with the concern raised by staff in regards to the increase of bullying being seen around the country.

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: GIS will provide conditions of learning that will allow all students in developing College and Career Readiness. (Priorities 1, 2, 7, 9, 10)

An explanation of why the LEA has developed this goal.

This goal was developed to improve student performance through curriculum, instruction, and transform teaching and learning through the use of technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed (priority 1A)	number of misassigned teachers - 3				All teachers appropriately credentialed
All Students have access to standards aligned materials (priority 1B, 2A)	Inventory list shows a detailed list of state adopted curriculum, including ELD curriculum				100% of students have access to standards aligned textbooks for core subjects and ELD
School facilities are in good repair (priority 1C)	Monthly safety checklist with 0 identified issues				0 safety issues monthly
EL Language Acquisition Programs (priority 2B, 7B)	70% of teachers trained in ELD Standards				100% of teachers trained in ELD standards
EL Professional Learning (priority 2B)	25 teachers trained in GLAD				All teachers are trained in GLAD
Programs to support Foster Youth,	International Baccalaureate				100% of students participating in IB

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Homeless, SED, SPED (priority 7B, C)	program provided to all students				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Purchase standards-aligned textbooks for English Language Arts, Mathematics, Science and Social Studies	Purchase standards-aligned instructional materials for all students	\$196,307.34	No
2	Provide classroom materials and tech support for student learning, monitoring, and implementation	Student computers, staff computers, Go Guardian program, Kami editing software, computer hardware	\$162,564.00	No
3	Provide a broad course of study with access for all students that promotes College Readiness: International Baccalaureate program	IB Dues, IB training, curriculum planning for teachers and including dues, MYP Academic Conferences	\$64,214.00	No
4	Provide teacher training in English Learner Strategies: Guided Language Acquisition and Design to support English Learners	Provide GLAD training and instructional support for teachers.	\$10,931.00	Yes
5	Provide students with opportunity for World	Provide Russian, Spanish, Music and Art instruction	\$275,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Language and Visual and Performing Arts instruction.			
6	Provide supervision on the playground during recesses, lunch periods, before and after school.	Playground supervision	\$47,444.00	No
7	Provide electives that lead to College and Career Readiness: Project Lead The Way (PLTW)	PLTW training, supplies, and implementation, program dues	\$10,845.00	No Yes
8	Homeless, Foster Youth: Transportation, Clothing, Hygiene	Provide items per student need	\$500.00	
9	Monitor and upgrade furniture that is broken or beyond useful condition	furniture		No
10	Supplemental Physical Education materials	PE equipment	\$12,281.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Pupil Outcomes: GIS will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. (Priorities 4 and 8)

An explanation of why the LEA has developed this goal.

This goal was created because we serve a large population of English Learners and need to provide additional interventions to support their learning and improve our CAASPP results for the English Learner subgroup and for Math, school-wide.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: CAASPP ELA (priority 4A)	ELA School wide: 9.6 points above standard (GREEN) English Learners (YELLOW): 5.8 points below standard SED (GREEN): 1.3 points above standard White (GREEN): 7.4 points above standard				School wide, SED, and White: Increase by 3 points English Learners: Increase by 6 points
Academic Indicator: CAASPP Math (priority 4A)	Math School wide: 11.6 points below standard (GREEN) English Learners (GREEN): 17.3 points below standard SED (GREEN): 15 points below standard				School wide: Increase by 12 points English Learners: Increase by 18 points SED: Increase by 15 points White: Increase by 9 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White (GREEN): 8.8 points below standard				
CSU and UC and CTE pathway completion percentage (priority 4B)	n/a				n/a
English Learner Progress Indicator (priority 4C)	CA Dashboard English Learner Progress: 65.4% making progress toward English language proficiency (Very High)				Increase by 5%
EL Reclassification Rate (priority 4D)	7.9% Redesignation Rate				Increase by 3%
Percentage of pupils who passed an AP exam of 3 or better (priority 4E)	n/a				n/a
Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program (priority 4F)	n/a				n/a
College Career Indicator (8)	n/a				n/a
Other student outcomes (8)	Renaissance Spring 2021 School wide results:				Maintain growth rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math Scaled Score Increase for 1st-8th: 43.38 points</p> <p>ELA Scaled Score Increase for 1st-8th: 87.75 points</p> <p>Surpassed recommended growth rate of 35 points per year</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data and Student Information Systems	Aeries/Illuminate/iReady and other data systems to support ongoing assessment and data collection and analysis of student achievement	\$46,903.00	No
2	Professional Development to support systems and instruction for improved student outcomes	Professional learning, coaching and leadership support to ensure connections of all systems and programs to support student learning outcomes. Teacher Induction, i-Ready PD	\$57,720.00	No
3	Provide additional instructional time after school and during summer school	After school and summer school	\$148,377.00	No Yes
4	Provide paraeducators for classroom bilingual	Paraeducator salaries	\$329,032.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	support and instruction			
5	Provide supplemental Math support programs to students.	Supplemental Math programs	\$16,500.00	Yes
6	Provide supplemental English Language Arts programs to students.	Provide access to supplemental ELA programs online	\$35,849.00	Yes
7	Provide additional reading materials in the library, classroom and to take home	Provided additional reading materials and at home through online access	\$21,307.00	Yes
8	Provide lower teacher-student ratio in TK-3rd grades	Teacher salaries	\$288,733.00	Yes
9	Supplemental Science programs	Mystery Science	\$1,249.00	No Yes
10	Provide after school tutoring for at- risk students	Provided after-school tutoring with credentialed teachers	\$14,075.00	No Yes
11	Provide ELA support to students below grade level in ELA	ELA support time with teacher	\$56,419.00	Yes
12	Provide support for SPED students to achieve at grade level on statewide assessments.	Provide a SPED teacher		No
13	ELD support for English Learners	Paraeducator	\$39,544.00	Yes
14	Curriculum Coach	Adrian Peer	\$80,817.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Provide Campus Principal to ensure teachers plan and implement GIS academic program and instruction with rigor and best practices.	Croyle	\$59,693.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Engagement: Foster positive relationships with staff, students, parents, and the community as part of a successful learning environment. (Priorities 3, 5, 6)

An explanation of why the LEA has developed this goal.

Parent and community engagement are essential to improving student participation. We created this goal because we want all stakeholders to have a say in the education of students at GIS and they are the best advocates for their student(s).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement all students (priority 3A)	<p>number of parent volunteers: 22</p> <p>2021 Satisfaction Survey data:</p> <ol style="list-style-type: none"> 1. 86% agree the school's program is of high quality and meets expectations of parents. 2. 90% are well informed about their student's progress at school. 3. 93% agrees the school respects all cultures, ethnicities, and languages. 4. 98% feels the school is a safe place. 				<p>Increase number of volunteers by 1%</p> <p>Increase survey satisfaction rate by 3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5. 91% say their child knows and understands the behavior expectations at school. 6. 86% agrees the school addresses behavior concerns in a positive and fair manner. 7. 83% say their child feels like they are part of the school community.				
Parent involvement EL, Homeless, FY, SED(priority 3B)	4 School Site Council/English Learner advisory meetings per year 1 parent event per month PT Nurse, Psychologist				Maintain number of parent meetings and events Increase staff by 1 FT Counselor
Parent involvement students with exceptional needs (priority 3C)	Annual IEP for all SPED students-100%				Maintain
School attendance rates as a percentage (priority 5 A)	94.5%				Increase by .5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism rates as a percentage (priority 5B)	11.1% chronically absent				Decrease by 3%
Middle School dropout rates as a percentage (priority 5C)	Drop out rate: 0				Maintain drop out rate: 0
High School dropout rates as a percentage (priority 5D)	n/a				n/a
High School graduation rates as a percentage (priority 5D)	n/a				n/a
Suspension rates as a percentage (priority 6A)	2.4% English Learners: 1.8% SED: 2.6% White: 2.5% All groups GREEN				Decrease by .2%
Expulsion rates as a percentage (priority 6B)	none				none
School Safety or other school connectedness activities (priority 6C)	Monthly school safety meetings				Maintain

Actions

Action #	Title	Description	Total Funds	Contributing
1	Capturing Kids Hearts	Staff training	\$9,000.00	Yes
2	Diversity/Equity/Inclusion/Access SEL (Hanover)	Professional learning for staff and supports for students that align with programs to support Diversity/Equity/Inclusion/Access and SEL	\$1,800.00	Yes
3	Maintain school website and services for communication to GIS families and the community	Maintain website, school app, news, YouTube, pictures, school video	\$20,000.00	No
4	Communicate the goals and program to the community at large through flyers, emails, and advertising	Advertise through Sac Bee and Russian American Media		No
5	Provide incentive rewards and learning experiences for students; field trips, anti-bullying assemblies, student reward luncheon/party, prizes	Provide incentive rewards for students, field trips and materials. Assemblies for anti-bullying	\$15,000.00	Yes
6	After School Enrichment Programs (supplies and contracted vendors)	After School support	\$20,000.00	Yes
7	Provide social and emotional learning lessons for students	Second Step Social-Emotional Curriculum		No
8	Provide a full time Counselor to support	Provide a full time Counselor	\$86,623.00	Yes

Action #	Title	Description	Total Funds	Contributing
	student social and emotional health.			
9	Provide two part time nurses to support student health needs.	Provided two school nurses.	\$19,277.00	No
10	Parent Liaison	Bubela	\$70,745.00	Yes
11	Provide a full time Campus Principal to support student social and emotional health.	Dhillon	\$113,223.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.53%	1,412,958

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: The actions below meet the needs of FY, EL and low income students by providing access to materials and supplies that assist them in access course content and develop College and Career Readiness
 Action 1: Standards aligned instructional materials
 Action 2: Computers and Software
 Action 3: International Baccalaureate Training and supplies
 Action 6: Supervision on the playground
 Action 7; Project Lead The Way Training and supplies
 Goal 2: The actions below meet the needs of FY, EL and low income students by providing access to needed activities, programs and services to increase academic achievement.
 Action1: Data and Student Information Systems
 Action 2: Professional Learning for teachers including teacher induction and intervention/assessment systems
 Goal 3: The actions below meet the needs of FY, EL and low income students by creating a school culture of positive relationships and connections to the larger school community
 Action 3: Communication tools such as the school website and school app
 Action 7: Second Step SEL curriculum
 Action 9; School nurses

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

GIS considered the needs of English learners and low-income students when creating plan goals. We garnered input from families and teachers who know the student needs best. We then created a plan and services that address these needs. Increased services include support from a full time counselor and additional after school staffing. The counselor will support the individual needs of unduplicated students including social-emotional health and physical well-being. The additional after school staffing will allow for more targeted students to participate in after hours care that includes tutoring, meals, and enrichment.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,412,958.34	\$366,847.00		\$552,199.00	\$2,332,004.34

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,730,911.00	\$601,093.34

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Purchase standards-aligned textbooks for English Language Arts, Mathematics, Science and Social Studies	\$130,398.34			\$65,909.00	\$196,307.34
1	2	All	Provide classroom materials and tech support for student learning, monitoring, and implementation	\$159,564.00			\$3,000.00	\$162,564.00
1	3	All	Provide a broad course of study with access for all students that promotes College Readiness: International Baccalaureate program	\$64,214.00				\$64,214.00
1	4	English	Provide teacher training in English Learner Strategies: Guided Language Acquisition and Design to support English Learners	\$10,931.00				\$10,931.00
1	5	English Foster Youth Low Income	Provide students with opportunity for World Language and Visual and Performing Arts instruction.	\$273,023.00			\$2,009.00	\$275,032.00
1	6	All	Provide supervision on the playground during recesses, lunch periods, before and after school.	\$47,444.00				\$47,444.00
1	7	English Foster Youth Low Income Middle School 6th, 7th Grade Student	Provide electives that lead to College and Career Readiness: Project Lead The Way (PLTW)	\$6,754.00			\$4,091.00	\$10,845.00
1	8	Foster Youth	Homeless, Foster Youth: Transportation, Clothing, Hygiene				\$500.00	\$500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	All	Monitor and upgrade furniture that is broken or beyond useful condition					
1	10	English Foster Youth Low Income	Supplemental Physical Education materials				\$12,281.00	\$12,281.00
2	1	All	Data and Student Information Systems				\$46,903.00	\$46,903.00
2	2	All	Professional Development to support systems and instruction for improved student outcomes	\$13,000.00			\$44,720.00	\$57,720.00
2	3	English Foster Youth Low Income English Learners; Foster Youth; Low Income	Provide additional instructional time after school and during summer school		\$148,377.00			\$148,377.00
2	4	English Foster Youth Low Income English Learners; Low Income	Provide paraeducators for classroom bilingual support and instruction	\$110,562.00	\$218,470.00			\$329,032.00
2	5	English Foster Youth Low Income	Provide supplemental Math support programs to students.				\$16,500.00	\$16,500.00
2	6	English Foster Youth Low Income	Provide supplemental English Language Arts programs to students.				\$35,849.00	\$35,849.00
2	7	English Foster Youth Low Income	Provide additional reading materials in the library, classroom and to take home	\$15,000.00			\$6,307.00	\$21,307.00
2	8	English Foster Youth Low Income	Provide lower teacher-student ratio in TK-3rd grades	\$288,733.00				\$288,733.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	9	English Foster Youth Low Income English Learners; Low Income; Foster Youth	Supplemental Science programs				\$1,249.00	\$1,249.00
2	10	English Foster Youth Low Income English Learners; Foster Youth; Low Income	Provide after school tutoring for at-risk students				\$14,075.00	\$14,075.00
2	11	English Foster Youth Low Income	Provide ELA support to students below grade level in ELA	\$56,419.00				\$56,419.00
2	12	Students with Disabilities	Provide support for SPED students to achieve at grade level on statewide assessments.					
2	13	English	ELD support for English Learners				\$39,544.00	\$39,544.00
2	14	English Foster Youth Low Income	Curriculum Coach				\$80,817.00	\$80,817.00
2	15	English Foster Youth Low Income	Provide Campus Principal to ensure teachers plan and implement GIS academic program and instruction with rigor and best practices.	\$59,693.00				\$59,693.00
3	1	English Foster Youth Low Income	Capturing Kids Hearts	\$9,000.00				\$9,000.00
3	2	English Foster Youth Low Income	Diversity/Equity/Inclusion/Access SEL (Hanover)				\$1,800.00	\$1,800.00
3	3	All	Maintain school website and services for communication to GIS families and the community	\$20,000.00				\$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	Communicate the goals and program to the community at large through flyers, emails, and advertising					
3	5	English Foster Youth Low Income	Provide incentive rewards and learning experiences for students; field trips, anti-bullying assemblies, student reward luncheon/party, prizes	\$15,000.00				\$15,000.00
3	6	English Foster Youth Low Income	After School Enrichment Programs (supplies and contracted vendors)	\$20,000.00				\$20,000.00
3	7	All Students with Disabilities	Provide social and emotional learning lessons for students					
3	8	English Foster Youth Low Income	Provide a full time Counselor to support student social and emotional health.				\$86,623.00	\$86,623.00
3	9	All	Provide two part time nurses to support student health needs.				\$19,277.00	\$19,277.00
3	10	English Foster Youth Low Income	Parent Liaison				\$70,745.00	\$70,745.00
3	11	English Foster Youth Low Income	Provide a full time Campus Principal to support student social and emotional health.	\$113,223.00				\$113,223.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$978,338.00	\$1,717,075.00
LEA-wide Total:	\$978,338.00	\$1,717,075.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Provide teacher training in English Learner Strategies: Guided Language Acquisition and Design to support English Learners	LEA-wide	English Learners		\$10,931.00	\$10,931.00
1	5	Provide students with opportunity for World Language and Visual and Performing Arts instruction.	LEA-wide	English Learners Foster Youth Low Income		\$273,023.00	\$275,032.00
1	7	Provide electives that lead to College and Career Readiness: Project Lead The Way (PLTW)	LEA-wide	English Learners Foster Youth Low Income		\$6,754.00	\$10,845.00
1	8	Homeless, Foster Youth: Transportation, Clothing, Hygiene		Foster Youth			\$500.00
1	10	Supplemental Physical Education materials	LEA-wide	English Learners Foster Youth Low Income			\$12,281.00
2	3	Provide additional instructional time after school and	LEA-wide	English Learners Foster Youth Low Income			\$148,377.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		during summer school					
2	4	Provide paraeducators for classroom bilingual support and instruction	LEA-wide	English Learners Foster Youth Low Income		\$110,562.00	\$329,032.00
2	5	Provide supplemental Math support programs to students.	LEA-wide	English Learners Foster Youth Low Income			\$16,500.00
2	6	Provide supplemental English Language Arts programs to students.	LEA-wide	English Learners Foster Youth Low Income			\$35,849.00
2	7	Provide additional reading materials in the library, classroom and to take home	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	\$21,307.00
2	8	Provide lower teacher-student ratio in TK-3rd grades	LEA-wide	English Learners Foster Youth Low Income		\$288,733.00	\$288,733.00
2	9	Supplemental Science programs	LEA-wide	English Learners Foster Youth Low Income			\$1,249.00
2	10	Provide after school tutoring for at- risk students	LEA-wide	English Learners Foster Youth Low Income			\$14,075.00
2	11	Provide ELA support to students below grade level in ELA	LEA-wide	English Learners Foster Youth Low Income		\$56,419.00	\$56,419.00
2	13	ELD support for English Learners	LEA-wide	English Learners			\$39,544.00
2	14	Curriculum Coach	LEA-wide	English Learners Foster Youth Low Income			\$80,817.00
2	15	Provide Campus Principal to ensure	LEA-wide	English Learners Foster Youth		\$59,693.00	\$59,693.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		teachers plan and implement GIS academic program and instruction with rigor and best practices.		Low Income			
3	1	Capturing Kids Hearts	LEA-wide	English Learners Foster Youth Low Income		\$9,000.00	\$9,000.00
3	2	Diversity/Equity/Inclusion/Access SEL (Hanover)	LEA-wide	English Learners Foster Youth Low Income			\$1,800.00
3	5	Provide incentive rewards and learning experiences for students; field trips, anti-bullying assemblies, student reward luncheon/party, prizes	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	\$15,000.00
3	6	After School Enrichment Programs (supplies and contracted vendors)	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	\$20,000.00
3	8	Provide a full time Counselor to support student social and emotional health.	LEA-wide	English Learners Foster Youth Low Income			\$86,623.00
3	10	Parent Liaison	LEA-wide	English Learners Foster Youth Low Income			\$70,745.00
3	11	Provide a full time Campus Principal to support student social and emotional health.	LEA-wide	English Learners Foster Youth Low Income		\$113,223.00	\$113,223.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.